**Assessment Recommendations for**

**EngageNY/Eureka Math *A Story of Units***

**Fourth Grade – Module 1**

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**Module Assessment Overview**

**Purpose of Assessments**

**Mid-Module Assessment:** These tasks address approximately the **first half** of the module’s learning objectives, and provide important information for instruction and for grading.

**End-of-Module Assessment:** These tasks are based on all standards addressed in order to gauge students’ full range of understanding of the **module as a whole**. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Administration of Assessments**

* Mid- and End-of-Module Assessments are designed to be completed in approximately one class period. However, The tests can be given over multiple days as needed.
* Assessments are designed to be completed independently by students, without assistance.
* These tasks should not be preceded by review of similar problems.

**Grading Guidance**

***The points assigned to each step in the progression of learning on the rubrics have been changed.*** EngageNY’s 1-4 step/point scale, in which Step 4 denotes proficiency with grade level standards, may be confused with Bethel’s 1-4 standards-based grading system. To alleviate confusion, Bethel’s cover sheets and rubrics will use a 0-3 point scale with 3 points denoting proficiency at grade level standards.

**General Grading Guidance:**

* On the report card, student learning is reported by CCSS domain. The Fourth Grade CCSS domains are: Operations and Algebraic Thinking, Number and Operations in Base Ten, Number and Operations – Fractions, Measurement and Data, and Geometry.
* Grades in each domain should be based on multiple sources of evidence, including the Mid- and End-of-Module Assessments. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Module 1 Grading Guidance:**

* *Standards 4.NBT.1, 4.NBT.2, 4.NBT.3, and 4.NBT.4 6 are only assessed in Fourth Grade Module 1.* The remaining standard assessed in this module (4.OA.3) will be assessed again in Module 4. (See checklist on page 3.)
* Item 3 on the End-of-Module Assessment contains standards from two domains. We recommend double scoring. That is, score 0-3 according to the rubric, and assign that score to both domains. The score sheet will reflect this recommendation. Consider adjusting the weight of the score for the domains. (Less weight for domains that are only assessed by one item, more weight for domains assessed with multiple items.)

**Updates**

Please check this section in future modules for updates and/or revisions as we learn from feedback provided by teachers.

**Grade 4 Common Core State Standards Checklist by Module**

This grade-level chart provides an at-a-glance view of when each standard is addressed. Shaded boxes indicate standards first assessed in Module 1. *Note that standards included in major clusters are followed by an asterisk (\*)*. Please refer to the Curriculum Overview of *A Story of Units* for a curriculum map and detailed grade-level descriptions including a summary of the year, a rationale of the module sequence, and a standards alignment chart.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CCSS | | GRADE 4 MODULES | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4.OA | 1\* |  |  | X |  |  |  | X |
| 2\* |  |  | X |  |  |  | X |
| 3\* | X |  | X |  |  |  | X |
| 4 |  |  | X |  |  |  |  |
| 5 | -- | -- | -- | -- | -- | -- | -- |
| 4.NBT | 1\* | X |  |  |  |  |  |  |
| 2\* | X |  |  |  |  |  |  |
| 3\* | X |  |  |  |  |  |  |
| 4\* | X |  |  |  |  |  |  |
| 5\* |  |  | X |  |  |  | X |
| 6\* |  |  | X |  |  |  |  |
| 4.NF | 1\* |  |  |  |  | X |  |  |
| 2\* |  |  |  |  | X |  |  |
| 3a\* |  |  |  |  | X |  |  |
| 3b\* |  |  |  |  | X |  |  |
| 3c\* |  |  |  |  | X |  |  |
| 3d\* |  |  |  |  | X |  |  |
| 4a\* |  |  |  |  | X |  |  |
| 4b\* |  |  |  |  | X |  |  |
| 4c\* |  |  |  |  | X |  |  |
| 5\* |  |  |  |  |  | X |  |
| 6\* |  |  |  |  |  | X |  |
| 7\* |  |  |  |  |  | X |  |
| 4.MD | 1 |  | X |  |  |  |  | X |
| 2 |  | X |  |  | X | X | X |
| 3 |  |  | X |  |  |  |  |
| 4 |  |  |  |  | X |  |  |
| 5a |  |  |  | X |  |  |  |
| 5b |  |  |  | X |  |  |  |
| 6 |  |  |  | X |  |  |  |
| 7 |  |  |  | X |  |  |  |
| 4.G | 1 |  |  |  | X |  |  |  |
| 2 |  |  |  | X |  |  |  |
| 3 |  |  |  | X |  |  |  |

**Grade 4 Module 1 Mid-Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little evidence of reasoning without a correct answer.  (0 Points) | Evidence of some reasoning without a correct answer.  (1 Point) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | Evidence of solid reasoning with a correct answer.  (3 Points) |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Module 1: Mid-Module Assessment** | | | | |
|  | **Domain** | **Standards** | | | |
| Question | Number and Operations in Base-Ten | 4.NBT.1 | | 4.NBT.2 | 4.NBT.3 |
| 1 | 0 1 2 3 | X | |  |  |
| 2 | 0 1 2 3 |  | | X |  |
| 3 | 0 1 2 3 | X | | X | X |
|  | |  |
| Domain  Score | Number and Operations in Base-Ten |
| Level |  |
| Level 3 | 8-9 points |
| Level 2 | 5-7 points |
| Level 1 | 0-4 points |

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

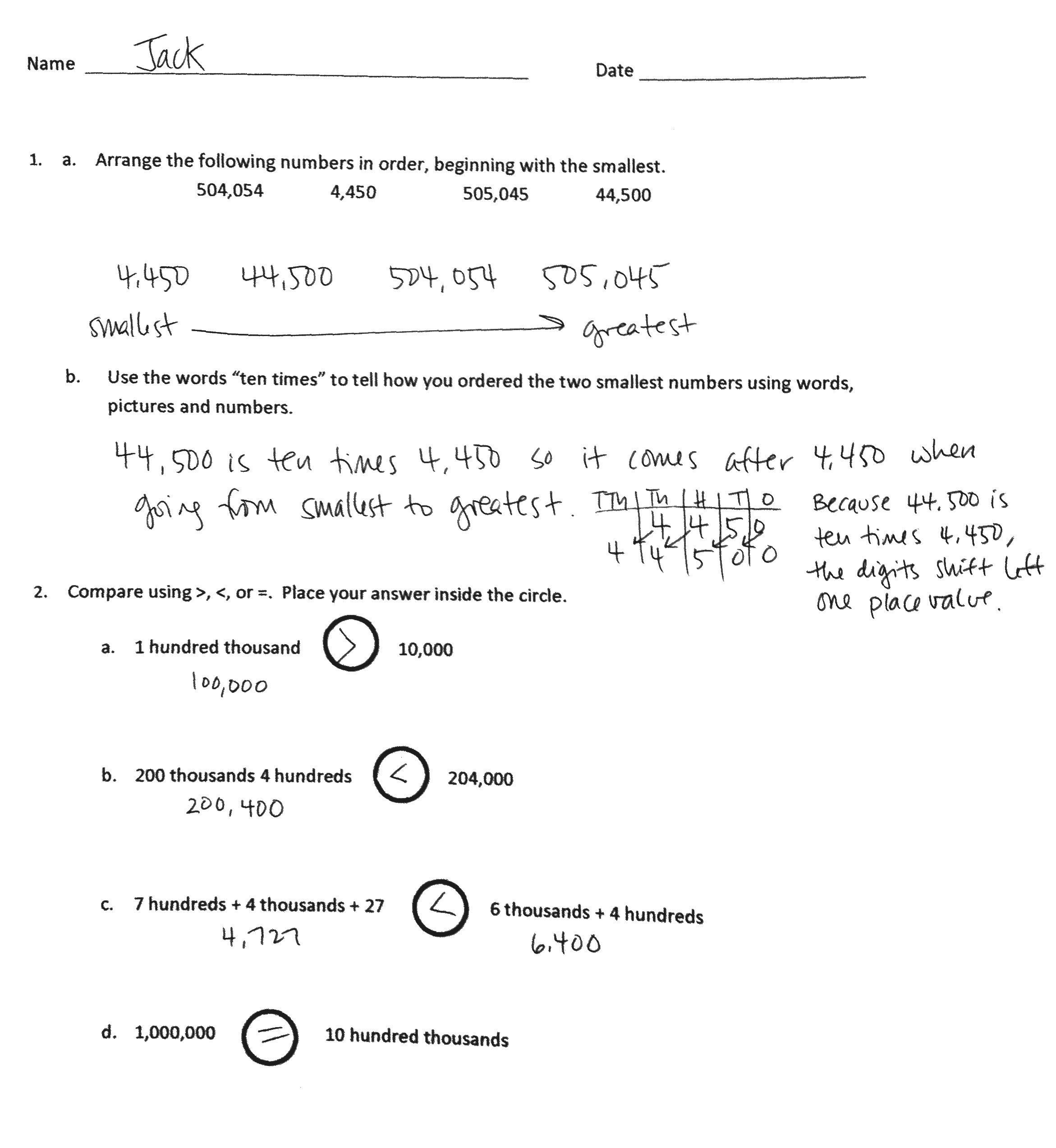
|  |
| --- |
| Fourth Grade Module 1: Mid-Module Assessment Task (Topics A–C)  Clusters and Standards Addressed |
| Generalize place value understanding for multi-digit whole numbers.  4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division*.  4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.  4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place. |

**Grade 4 Module 1 Mid-Module Assessment Task Score Sheet (continued)**

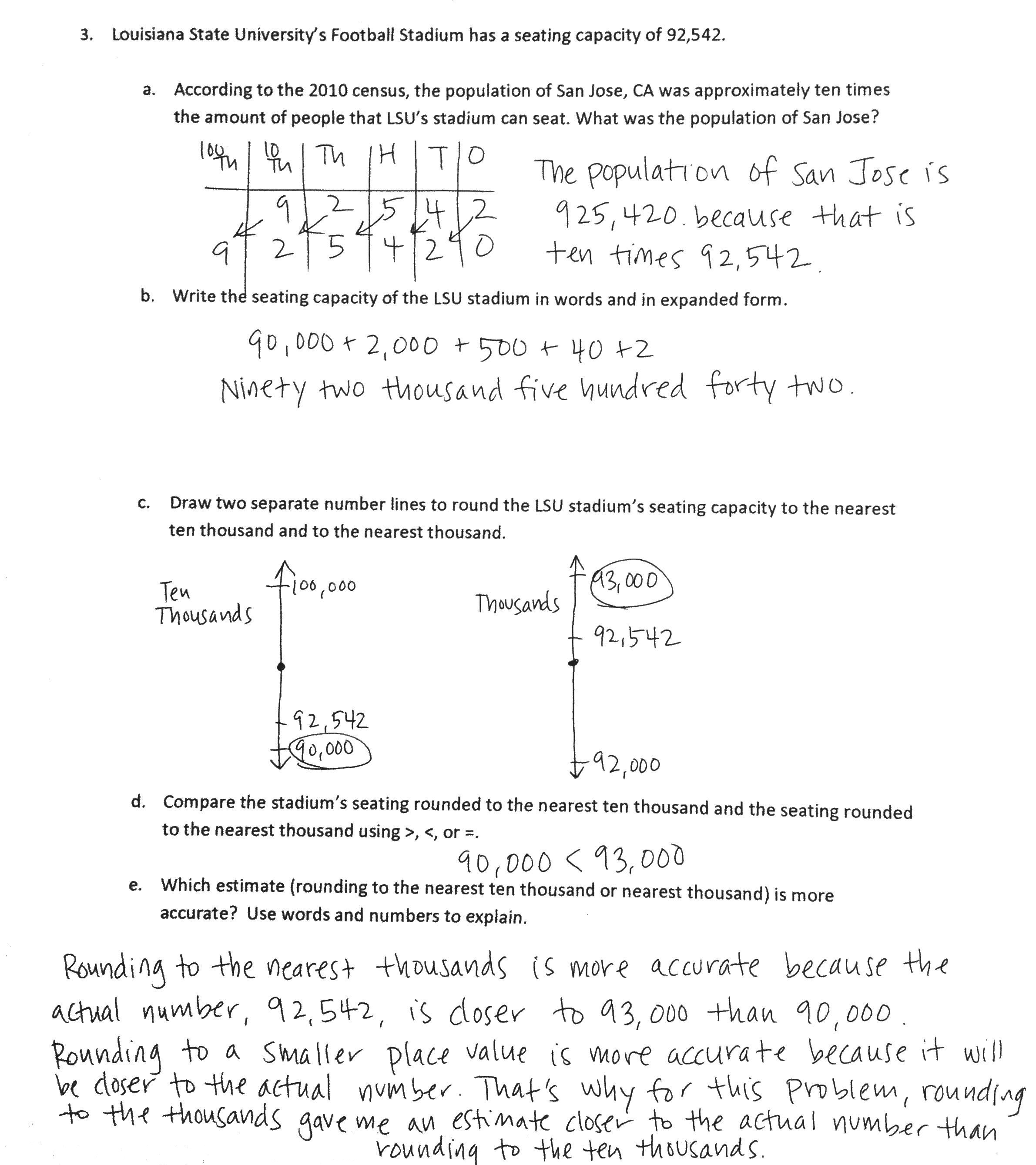
**Grade 4 Module 1 Mid-Module Assessment Task Rubric**

| Fourth Grade Module 1 Mid-Module Assessment: A Progression of Learning | | | | |
| --- | --- | --- | --- | --- |
| Assessment  Task Item and Standards Assessed | STEP 0  Little evidence of reasoning without a correct answer.  (0 Point) | STEP 1  Evidence of some reasoning without a correct answer.  (1 Points) | STEP 2  Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | STEP 3  Evidence of solid reasoning with a correct answer.  (3 Points) |
| **1**  **4.NBT.1** | The student is unable to arrange any numbers and does not provide an explanation. | The student arranged two numbers in order, or arranged the least and greatest numbers correctly with providing some explanation of “ten times.” | The student arranged three or four numbers correctly but was unable to articulate the relationship of the two smallest numbers using the words “ten times.” | The student correctly:   * Arranged the numbers in the following order: 4,450, 44,500, 504,054, 505,045. * Used the words “ten times” to describe the relationship between 4,450 and 44,500. |
| **2**  **4.NBT.2** | The student correctly answered one problem. | The student correctly answered two problems. | The student correctly answered three problems. | The student correctly answered all four problems:   1. > 2. < 3. < 4. = |
| **3**  **4.NBT.1**  **4.NBT.2**  **4.NBT.3** | The student correctly answered one part, or was able to answer some parts with partial accuracy. | The student correctly answered two of the parts, or was able to more than two parts with partial accuracy. | The student correctly answered four parts but was unable to reason in part e. | The student correctly answered all problems:   1. 925,420 2. 90,000 + 2,000 + 500 + 40 + 2. Ninety-two thousand five hundred forty-two. 3. Draws two number lines showing the number rounded to 90,000 and 93,000. 4. 90,000 < 93,000 5. Explains rounding to the nearest thousand is most accurate because rounding to a smaller unit gives a more accurate estimate so the difference will be closer to the exact number. |

**Grade 4 Module 1 Mid-Module Assessment Task Key**



**Grade 4 Module 1 Mid-Module Assessment Task Key (continued)**



**Grade 4 Module 1 End-of-Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little evidence of reasoning without a correct answer.  (0 Points) | Evidence of some reasoning without a correct answer.  (1 Point) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | Evidence of solid reasoning with a correct answer.  (3 Points) |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module 1: End-of-Module Assessment** | | | | | | | | | | | |
|  | **Domain** | | | **Standards** | | | | | | | | |
| Question | Operations and Algebraic Thinking | | Number and Operations in Base-Ten | 4.OA.3 | | 4.NBT.1 | 4.NBT.2 | | | 4.NBT.3 | | 4.NBT.4 |
| 1 |  | | 0 1 2 3 |  | | X |  | | |  | |  |
| 2 |  | | 0 1 2 3 |  | |  | X | | |  | | X |
| 3 | 0 1 2 3 | | 0 1 2 3 | X | | X | X | | | X | | X |
|  | |  | |  |  | | | |  | |
| Domain  Score | Operations and Algebraic Thinking | | Number and Operations in Base-Ten |  |  | | |
| Level | \*Consider less emphasis on this score in the grade book since it reflects only one item. | |  |  |  | | |
| Level 3 | 3 points | | 8-9 points |  |  | | |
| Level 2 | 2 points | | 5-7 points |  |  | | |
| Level 1 | 0-1 points | | 0-4 points |  |  | | |

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

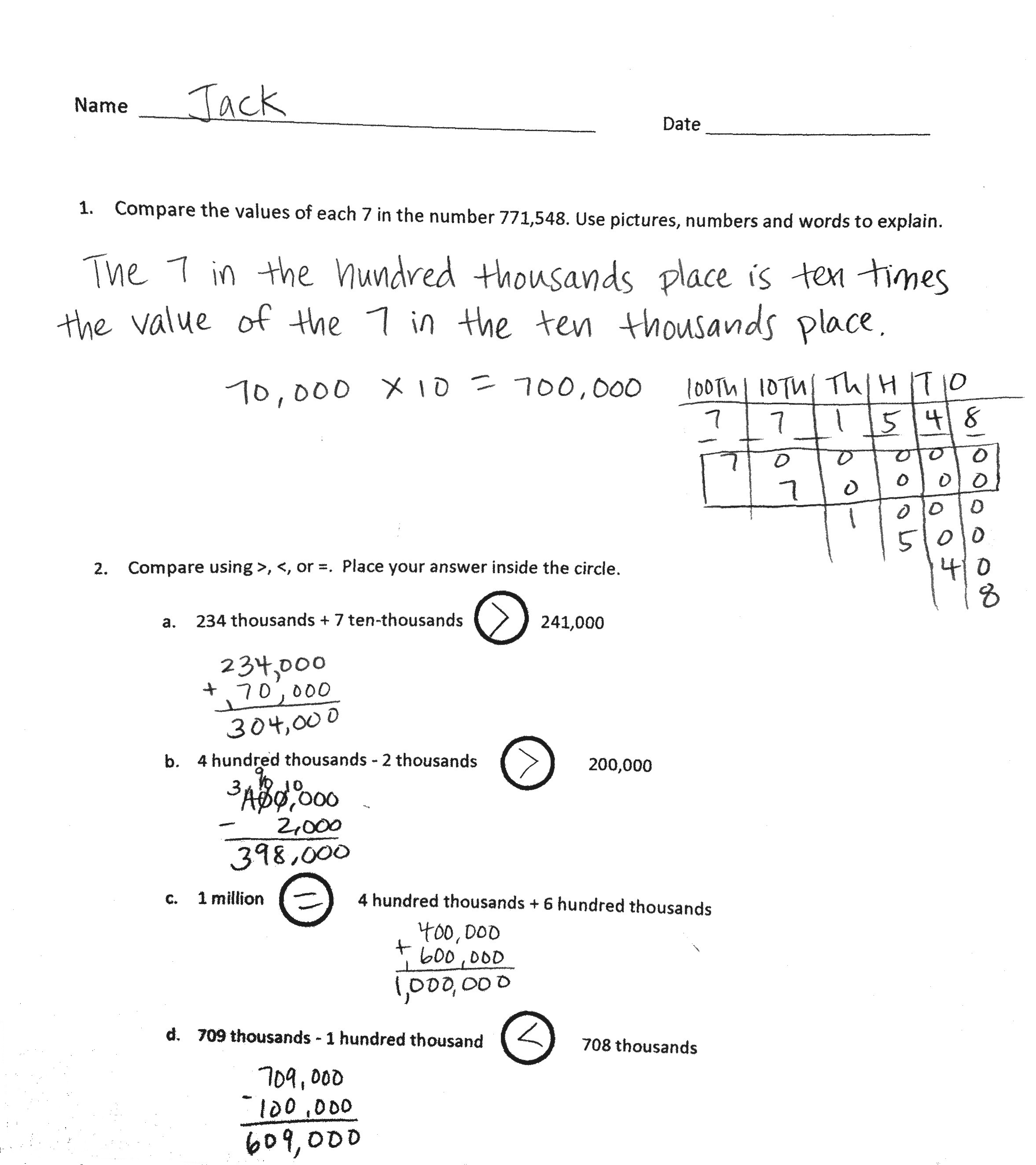
**Grade 4 Module 1 End-of-Module Assessment Task Score Sheet (continued)**

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| --- |
| Fourth Grade Module 1: End-of-Module Assessment Task (Topics A–F)  Clusters and Standards Addressed |
| Use the four operations with whole numbers to solve problems.  4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.  Generalize place value understanding for multi-digit whole numbers.  4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.*  4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.  4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.  Use place value understanding and properties of operations to perform multi-digit arithmetic.  4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm. |

**Grade 4 Module 1 End-of-Module Assessment Task Rubric**

| Fourth Grade Module 1 End-of-Module Assessment: A Progression of Learning | | | | |
| --- | --- | --- | --- | --- |
| Assessment  Task Item and Standards Addressed | STEP 0  Little evidence of reasoning without a correct answer.  (0 Point) | STEP 1  Evidence of some reasoning without a correct answer.  (1 Point) | STEP 2  Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | STEP 3  Evidence of solid reasoning with a correct answer.  (3 Points) |
| **1**  4.NBT.1 | The student is unable to reason about their relationship. | The student shows some understanding of the value of each 7, but does not make an accurate comparison or a clear explanation. | The student is able to reason about the relationship of the 7s but explanation is unclear. | Student correctly:  Reasons the 7 in the hundred thousands place is 10 times the value of the 7 in the ten thousands place.  Uses a picture or numbers to explain. |
| **2 \***  4.NBT.2  4.NBT.4 | The student correctly answers **0** of the **four** parts. | The student correctly answers **1** parts. | The student correctly answers **2** parts. | The student correctly answers **3-4** of the four parts:   1. > 2. > 3. = 4. < |
| **3 \***  4.NBT.1  4.NBT.2  4.NBT.3  4.NBT.4  4.OA.3 | The student correctly answers **0** of the parts. | The student correctly answers **1-3** of the **8** parts. | The student answers **4-5** of the **8** parts correctly. | The student correctly answers all **6-8 of the 8** parts. (See below) |
| a. **(1)** Total population of the three cities is 984,810.  **(2)** Accurate tape diagram.  b. **(3)** Baltimore 🡪600,000. Charleston is 496,804 less than Baltimore, that can be rounded to 500,000. 600,000 -500,000 = 100,000. 122,689 is a reasonable answer for population of Charleston. 122,689 rounded to the nearest hundred thousand is 100,000.  c. **(4)** Charleston, SC- One hundred twenty-two thousand, six hundred eighty-nine. 100,000 + 20,000 + 2,000 + 600 + 80 + 9.  **(5)** Baltimore, MD- Six hundred nineteen thousand four hundred ninety-three. 600,000 + 10,000 + 9,000 + 400 + 90 + 3.  **(6)** Norfolk, VA- Two hundred forty-two thousand six hundred twenty-eight. 200,000 + 40,000 + 2,000 + 600 + 20 + 8.  d. **(7)** Norfolk, 242,628 > Charleston, 122,689  e**. (8)** Eddie is correct to think that Norfolk’s population is 10 times that of Fredericksburg’s because Norfolk’s population is about 240,000 while Fredericksburg’s is about 24,000. 240,000 is ten times larger than 24,000. | | |

**Grade 4 Module 1 End-of-Module Assessment Task Key**



**Grade 4 Module 1 End-of-Module Assessment Task Key (continued)**

